

Leadership Training in Medical School: A Student's Perspective

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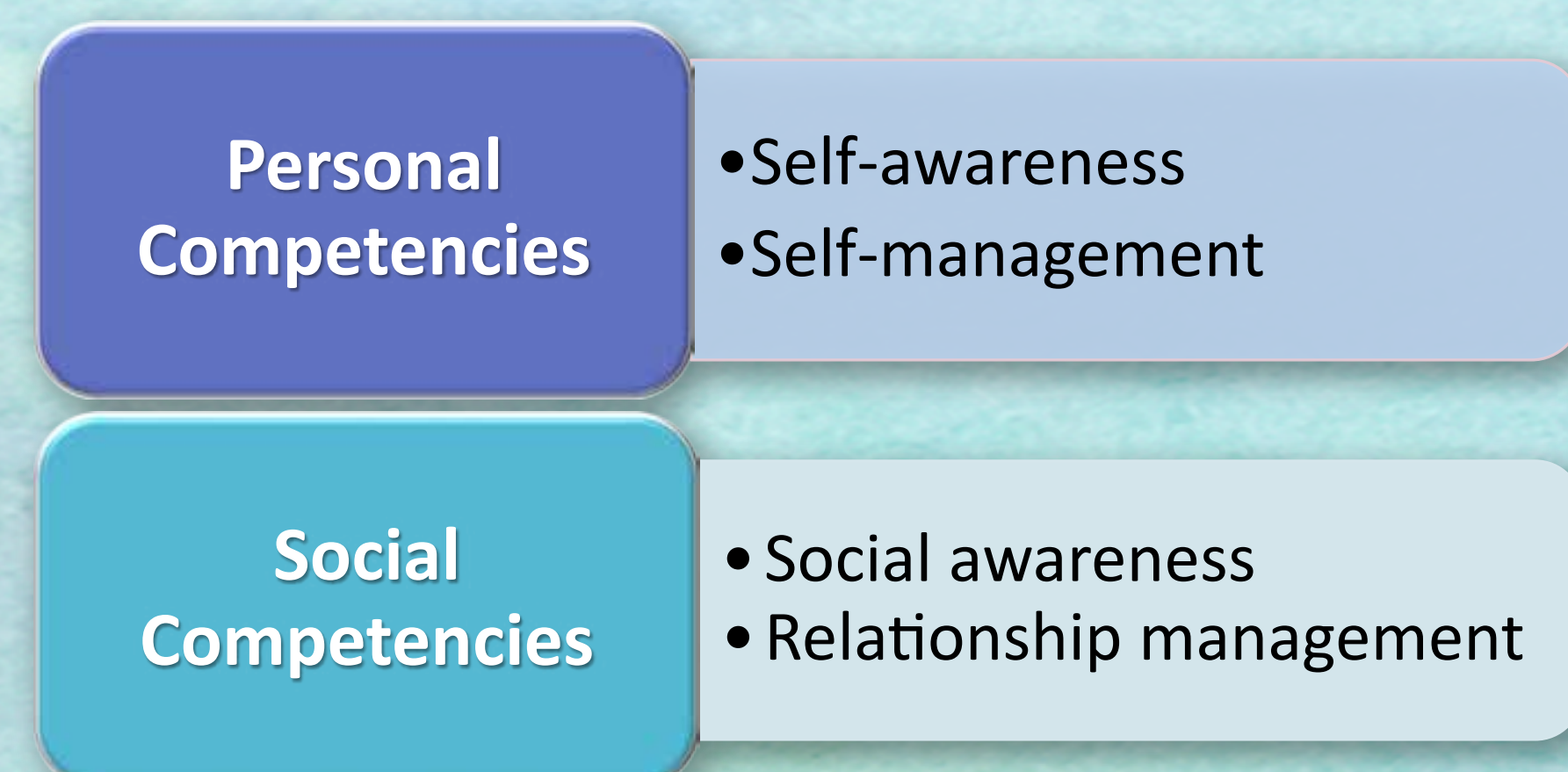
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Catherine S. Lee

Introduction

- **Navigating a rapidly growing and complex health care system**
 - Lack of individuals who excel in both clinical medicine and management
 - Need for individuals who not only understand the challenges of delivering medical care but can also navigate the broader health care system with astute business strategy and management skills
 - Physician-executives may be the only ones capable of coping with the rapid and profound changes as well as the medical, financial, and ethical complexity that now beset the practice of medicine
- **Richard Boyatzis, Annie McKee, and Daniele Goleman are the pioneers of Emotional Intelligence, defined as a set of competencies derived from neural circuitry in the limbic system.**



- The best leaders create resonance – a reservoir of positivity that inspires passion and motivates people to perform at their best.
- Resonant leaders, by establishing deep emotional connections with others, bring out the best in their people and build resilient, adaptive organizations.
- Moods of a leader are transmitted to those he/she leads.
- Emotional intelligence training positively influences patient satisfaction and may enhance medical education and health care outcome.

Building an Emotionally Intelligent Curriculum:

- **SELECT: Scholarly Excellence, Leadership Experience, Collaborative Training**
 - Longitudinal curriculum that trains students to become physician leaders armed with executive skill sets to implement change in their respective fields
- **How does the SELECT curriculum teach Emotional Intelligence? Using Boyatzis' 5 Discoveries as a guide...**
 - **My Ideal Self** - that trains students to become physician leaders armed with executive skill sets to implement change in their respective fields
 - Coaching cohorts to facilitate discussion
 - Meyers Briggs Personality Index
 - **My Real Self** - identifying strengths and gaps
 - 360 degree feedback
 - Conflict type
 - **My Learning Agenda** - building on strengths, reducing gaps
 - Professional development plan
 - Peer coaching
 - Faculty coaching
 - **Experimenting** with and practicing new behaviors, thoughts, feelings
 - Action Learning Projects
 - Quality Improvement Projects
 - Clerkships
 - **Developing** supportive and trusting relationships

Looking to the Future:

- Incorporate training of future physician-leaders into medical school curriculum
 - Topics can include health systems, business and financial management, values-centered patient care
 - Mentorship training and coaching for faculty and students
 - Crucial Conversations
- Emotional intelligence is the key...
 - To lower rates of burnout
 - To increase resiliency
 - To successful teams
 - To the achievement of goals
 - To turning vision into action
 - To encourage a culture of honest assessment, personal and organizational growth, and positive change

Past and Present Students Talk About Their SELECT Experience

“SELECT has helped hone in my leadership skills by understanding that not all leaders are the same. You don’t have to be an extrovert to lead all the time. Instead, as a leader you are able to make the decisions and employ the different types of conflict management and use them to your advantage in order to lead a group towards success. I believe that the fact that SELECT exposes us to all of this leadership tools and knowledge has allowed me to become the type of leader I want to be and not one I thought I was expected to become.”

“A good leader means helping every member of the team to realize their full potential. This allows a team to optimize productivity and professional growth.”

"SELECT gives us an opportunity to practice our leadership skills in a safe environment. For example, during our third year quality improvement project, I had the opportunity to sign up to be the project leader even though plenty of people in my group tended to be the ones to usually thrive in such a role. This was of course possible because the people in my group understood that this was something I wanted to work on and they allowed me to do so throughout the year."

"The emotional intelligence coursework has made me more in tune with my own tendencies as well as those around me, making my incorporation into a team dynamic much easier."

"SELECT provides a language and set of tools that has allowed me to be more self-aware of my own leadership and teamwork skills; that self-awareness has allowed me to dial up (or down) aspects of my personality depending on the situation."

"I am more confident in asserting myself in difficult situations and conflict, whereas I used to be passive and try to accommodate or compromise."



"SELECT has been incredibly helpful in the interpersonal aspect of medicine – it allows us to have a framework for crucial conversations and/or navigating high stress/conflict."

"I am now more comfortable dealing with end-of-life issues or making difficult decisions."

“SELECT has given us opportunities to engage in team activities and work in small group settings with classmates. By doing so, we can understand how a team can function well with good leadership and how team performance suffers when it is not present.”

"SELECT has given me the tool set and process knowledge to understand health systems and how to effectively create change within the system."

“Practicing end-of-life and difficult conversation scenarios during SELECT had prepared me, a green intern, in telling a conflicted, argumentative, and devastated family that their loved one was actively dying. I was able to navigate a difficult encounter with the crucial conversation, conflict management, and values-based patient-centered care skills learned from SELECT – in the span of one hour, I elucidated the patient’s wishes about her medical care through her family and resolved conflict between family members.”

“Working at an inner city community hospital, made up of mostly Medicare, Medicaid, uninsured and undocumented patients, I see practices we learned in SELECT happening all around me to provide the best patient-centered care – maximizing limited resources, standardizing interactions, performing interdisciplinary rounds, and collecting daily metrics for constant improvement. Seeing the application of collaborative care in my every day practice reminds me how valuable my SELECT learnings have already been. I feel comfortable and prepared to work in a setting that is very foreign to most of my colleagues, and I feel empowered to continually improve our processes.”

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References:



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